

Criteria and Guidelines for Promotion in the Engineer Series
Herbert Wertheim College of Engineering
Department of Electrical and Computer Engineering
1/15/2020

The following are the Herbert Wertheim College of Engineering, Department of Electrical and Computer Engineering criteria and guidelines for promotion within the Engineer Series. These criteria and guidelines have been established to assist in the evaluation of promotion packages.

1. Criteria

1.1. General Considerations

Evaluation of faculty members in the Engineer Series for promotion and salary increases is generally limited to performance in two categories: (1) research and service or (2) teaching and service.

The Engineer Series is intended for faculty who have a significant effort in service. The percentage assignment of their duties must be taken into consideration.

Service focuses on activities that supports the broad missions of the Herbert Wertheim College of Engineering and the University of Florida.

Teaching may include traditional classroom and laboratory teaching, but also areas such as professional education, and non-traditional teaching (short courses, professional development etc.).

Research may include traditional disciplinary research activities, but also scholarship of teaching and learning, industry supported activities, and applied research.

The quality of performance in (1) research and service or (2) teaching and service must be consistent with that of the Professorial Series for the equivalent rank, taking into account the more distinct nature of the teaching and research activities.

1.2. Promotion to Associate Engineer

To be recommended for promotion to Associate Engineer, a faculty member shall demonstrate sustained excellent performance with clear impact on and recognition from their unit in their assigned categories.

1.3. Promotion to Engineer

To be recommended for promotion to Engineer, a faculty member shall demonstrate a sustained and distinguished record with clear impact on and recognition from the Herbert Wertheim College of Engineering in their assigned categories.

2. Guidelines

Promotion of the Engineer Series follows the dates and guidelines for general faculty Promotion and Tenure. The submission shall follow the standard packet guidelines for format.

Candidates will be evaluated on their contribution to (1) Research and Service or (2) Teaching and Service with emphasis depending on their assigned duties.

Publications generally appear as conference proceedings, codes, educational manuals, or other non-traditional avenues, consistent with the individual's focus on (1) research and service or (2) teaching and service.

Candidates who have teaching in their assignment should include evidence of teaching effectiveness in addition to student evaluations. This evidence may include peer evaluations, a teaching portfolio, evaluation of student learning by instructors of follow-on classes, student comments on exit interviews, or other documentation. These forms of evidence will carry equal weight to student evaluations.

Based on the duties of the faculty in the Engineer Series, reference letters may come from industry, government agencies, internal or external senior faculty most capable of an informed, objective evaluation of the candidate. The evaluator must be of higher rank than the candidate. If the evaluator is from industry or a governmental agency, this person should hold standing at least equivalent to that of the candidate.

The candidate can suggest evaluators to the chair for reference letters. In addition, the chair should identify evaluators to provide reference letters. Five letters are required; two from evaluators suggested by the candidate and three from evaluators suggested by the chair. The request of additional letters beyond the required five is at the discretion of the chair.

3. Examples

The following are generic examples of backgrounds that might fit for the Engineer Series.

Example 1: A faculty member has the specialty of distance learning. They get grants to implement other people's courses in distance learning environments. They also get grants to develop and provide training on how to develop web courses. In addition, they write grants to fund undergraduate research (They do not actually do most of the research, but fund the students to work with other faculty.) They also provide very significant service to the profession. They are involved in many professional committees, chair some. They present at statewide conferences on teaching and learning.

Example 2: A faculty member runs a special undergraduate program. The program works with cohorts of students and provides special classes to the students. The faculty member is involved in coordinating the program, recruiting students, seeking funding sources and publicizing the program. The faculty member is a member of university committees, publishes results of the program at conferences and seeks small grants to support expansion of the program.

Example 3: A faculty member develops courses for both residential and UF Online sections of courses for a department. They teach a number of sections of courses themselves. The faculty member assists other department faculty in best teaching practices and course design for both residential and UF Online students. The faculty member coordinates teaching assignments and offerings of courses for the UF Online program. The faculty member develops training programs for undergraduate peer mentors or graduate teaching assistants to be used by faculty department-wide.

Example 4: A faculty member teach using innovative techniques, working with other faculty to enhance the program within the unit or college. Additionally, the faculty member serves on, or is a presiding officer of committee or committees with substantial contributions to these activities at the unit, college or university level. The faculty member provide service to other colleges or units in or out of the HWCOE with technical or educational skills commensurate with the rank the faculty member is being promoted to.